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ABSTRACT

This unit, one of six which comprise the Fair Play program, is designed to develop decision-making skills in middle school students. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This student guide contains 12 lessons organized into four parts: (1) understanding that many decisions are made every day and identifying the decision maker; (2) developing five skills used in personal decision making; (3) making group decisions; and (4) applying new skills to situations in which decisions are made related to male and female self-concepts. The lessons include learning activities for individuals and groups, discussion items, and evaluation exercises. (DC)

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Fair Play: Developing Self-Concept
and Decision-Making Skills
in the Middle School

Decisions and You

Student Guide

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Women's Educational Equity Act Program
U.S. Department of Education
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To you, the student:

Do you know that, right now, you are making decisions that will affect you the rest of your life?

You are deciding what courses to take, how hard to study, and how to treat others. You are deciding whether to think for yourself or let others think for you.

In this unit, you have an exciting opportunity to learn how to make good decisions. The better the decisions you make, the more control you have over your life!

As you study this unit, try to think about how you make decisions, and try to make some new ones.

Part I

Decisions Are Everywhere

Lesson 1: What Are Decisions?

Activity A (discussion): Decisions, decisions

To help yourself to think about decisions, try to remember television or magazine ads you've seen. For each ad, discuss the following questions:

A-1 What decision is the ad trying to get you to make?

A-2 What decision could you make instead? For example, what other products could you buy instead of the one being advertised?

A-3 Is anyone in the ad making a decision or telling you about a decision he or she made? If so, explain.

A-4 What products try to get the attention of only women or only men? Why? Is this good or bad?

Activity B:
Your own decisions

What is a decision? Are you a decision maker?

Well, think of it this way: when you get up in the morning, you must decide what to wear. You probably have several choices. For example, you may have jeans, a dress-up outfit, and a wool suit. These are your alternatives. As soon as you choose one of them, you will have made your decision.

Some time this week, you will probably decide what to watch on television. You may have several alternatives, or choices—such as a comedy, a movie, or a talk show. Your decision will occur as soon as you choose one of your alternatives.

As you can see, a decision involves choosing one alternative from a set of alternatives. Alternatives are all the possible choices in a decision situation.

Some decisions take very little thought. These decisions are almost like habit. For example, you probably don't spend much time deciding what television program to watch. Other decisions require much thought. Most people probably think carefully about which new car to buy.

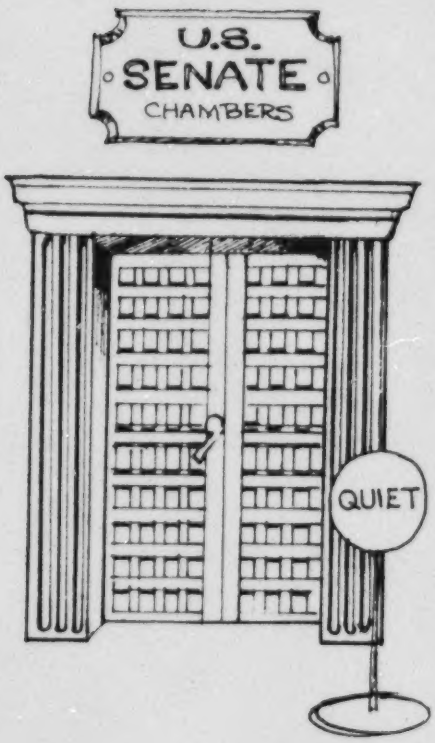
Think about your role as a decision maker.

B-1 Here are some common questions that require decisions. For each one, make up three alternatives. Be specific. That is, list actual programs, clothing, and so on.

- What will I wear today?
- Whom do I want on my team?
- Which television program do I want to watch tonight?
- What will I eat for lunch today?

B-2 List two other questions that you make decisions about during the week.

B-3 List three situations in which your parents have to make decisions.



Decisions can be made by an individual or by a group. Decisions that are made by only one person are individual decisions. Examples of these are: what to wear, what individuals to choose for friends, and how much time to spend on your homework.

A group decision is made by two or more people. The U.S. Congress, for example, makes group decisions. The senators and representatives in this group decide what laws to pass. These laws are group decisions. Your school's student council also makes group decisions.

A group decision is also any decision that directly affects (changes) a group. Sometimes, one individual may make a decision that affects a group of people. For example, most decisions made by a judge or by the President affect many people. As a result, these are called group decisions. Your teacher has probably made some decisions about rules for your class. These decisions are group decisions because they affect the whole class.

Some decisions are both an individual and a group decision. For example, any time you vote, you make an individual decision—and you also take part in a group decision. Remember—all the votes must be counted for a decision to be made!

B-4 List three examples of individual decisions.

B-5 List three examples of group decisions.

Activity C: Decisions affect people

To affect means to change or to have consequences. You can tell whom a decision will affect by seeing who must take the consequences (results) of the decision.

Some decisions you make probably affect only you. For example, you may decide to eat candy for lunch instead of vegetables. Only your stomach will take the consequences of this decision. Only you will be affected.

However, some of your individual decisions affect others. If you decide to talk in class, who is affected? Obviously, everyone who can hear you is affected by your decision to talk.

Who is affected by the decisions of the U.S. Congress? Everyone in the United States is affected. Sometimes other countries may be affected. In other words, everyone must obey the laws or take the consequences.

To find out more about who is affected by decisions, look at the cartoons that follow. Then answer the questions above each cartoon.

C-1 What decision is being made?

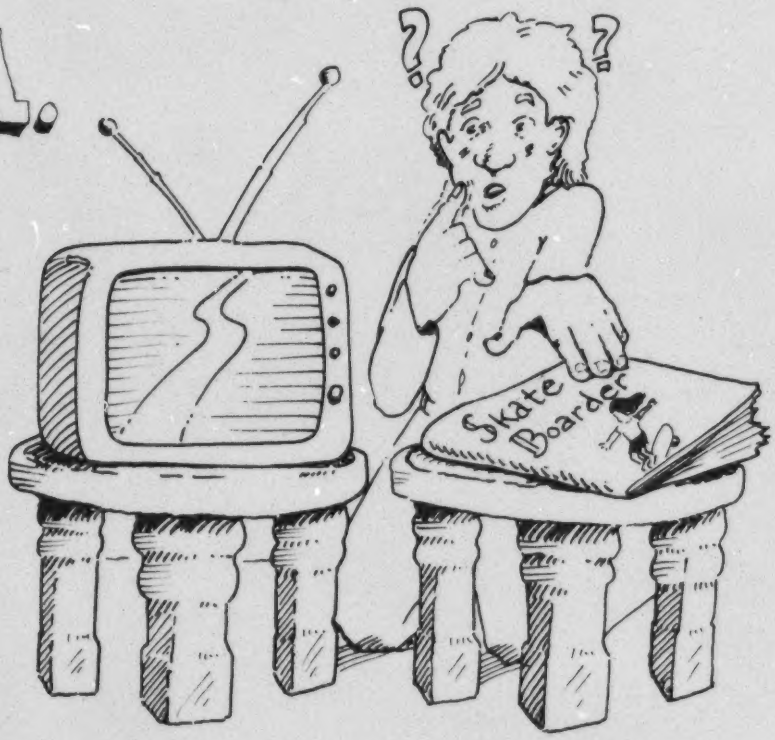
C-2 Who is making the decision?

C-3 What are two possible alternatives for this decision?

C-4 Is the decision an individual or a group decision?

C-5 Who is affected by the decision?

A.



C-6 What decision is being made?

C-7 Who is making the decision?

C-8 What are two possible alternatives for this decision?

C-9 Is the decision an individual or a group decision?

C-10 Who is affected by the decision?

B.

C-11 What decision is being made?

C-12 Who is making the decision?

C-13 What are two possible alternatives for this decision?

C-14 Is the decision an individual or a group decision?

C-15 Who is affected by the decision?

C.

C-16 What decision is being made?

C-17 Who is making the decision?

C-18 What are two possible alternatives for this decision?

C-19 Is the decision an individual or a group decision?

C-20 Who is affected by the decision?

D.

Activity D:
Class wrap-up

D-1 Discuss your answers to the question in Activities B and C.

D-2 Can you think of anyone who does not make any decisions?

D-3 What do you think is needed to make a good decision?

Activity E:
Decision makers

E-1 Make a collage of decision makers.

E-2 Present your collage to the class or small group.

E-3 Explain which decisions are made by an individual and which are made by a group.

E-4 Explain who may be affected (changed) by each decision.

Activity F: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

F-1 Are you a decision maker?

F-2 In your own words, define the word decision.

F-3 Look at the following illustration:

a. What decision is being made?

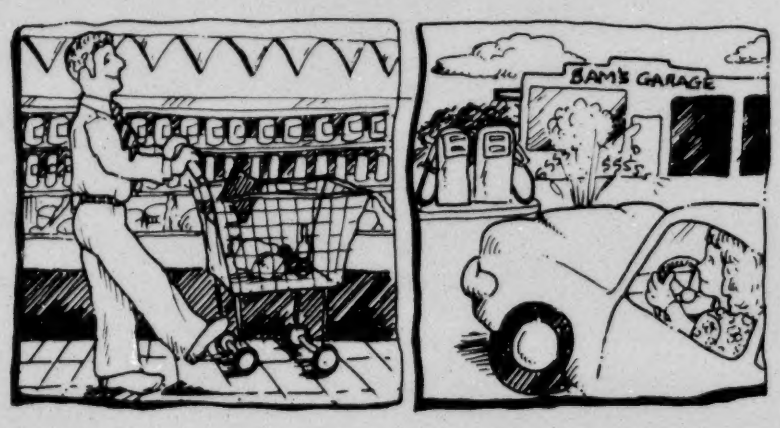
b. Who is making the decision?

c. What are four possible alternatives for this decision?

d. Who is affected by this decision?

Lesson 2: Thinking about Family Decisions

Activity A (discussion): Who makes family decisions?



Who makes decisions for your family? On the board, your teacher will draw a chart like the one on the next page. For each decision, the teacher will tally the class's responses to find out who makes these decisions in your family. Then, discuss the questions that follow the chart.

Family Decision Chart					
	Mother only	Father only	Both parents	Parents and children	Children only
What food to buy					
What furniture to buy					
What car to buy					
What to cook					
Who should do chores					
When the children should go to bed					
Where to go on vacation					
What television shows to watch					
When to do homework					
Others:					

A-1 Are some decisions made mostly by mothers? Which ones? How can you explain why mothers make these decisions?

A-2 Are some decisions made mostly by fathers? Which ones? How can you explain why fathers make these decisions?

A-3 How does working outside the home affect who makes which decisions? Think about who would make the decisions if both parents worked, and who would make the decisions if only one parent worked.

Activity B:
Choose a family

This activity is about two families who must make some decisions. First, read about the Baker family.

The Baker Family

The Baker family is made up of three people: Lynn, a mother; Vera, a grandmother; and Lesley, Lynn's 12-year-old daughter.

Lesley is very popular at school. She spends a lot of time after school with her friends. She is having so much fun that she doesn't have any time left for homework. During the last quarter, her grades were mostly Ds and Fs. Her mother and grandmother are very upset.

What decision does the Baker family need to make? You can find out by asking what problem the Baker family has. Their problem is how to get Lesley to earn better grades. They must make a decision about how to solve this problem. In making this decision, they have several possible choices, or alternatives. Some of these alternatives might be:

- Grounding Lesley until her grades start improving
- Helping Lesley do her homework
- Hiring someone to help Lesley understand her homework
- Encouraging Lesley to decide to improve her grades so she can get a good job some day

Who do you think should make the decision? That is, who should choose the best alternative? You may think that Lynn and Vera should make the decision together. You may feel that all three members of the family should make the decision. Or you may think that Lesley should make the decision.

Carefully read the family description that follows. As you read, think about what problems the family has and what their alternatives might be. Then answer questions B-1 through B-3.

The Creasy Family

The Creasy family is made up of four people: DeWayne, age 46—husband, father, and professional writer; Carlotta, age 45—wife, mother, and accountant; Joanna, age 13; and Tony, age 11.

They live in the suburbs in Connecticut. They have some problems. Carlotta feels overworked. After working all day, she still has to cook and clean at night. DeWayne is worried because the house is never quiet enough for him to do his writing. Joanna is upset. She loves science, but her high school counselor suggested that she take home economics instead. Tony feels that his parents are too strict. He is not allowed to go out after 10:00 p.m., and he is not allowed to visit his friends on weeknights. Also, he and Joanna have to do the dishes every night.

B-1 What is one decision that is facing the Creasy family?

B-2 Think of two alternatives for this decision (in B-1) and write them down.

B-3 Which family member(s) do you think should make the decision? Explain why you think so.

Activity C:
Democratic and authoritarian decisions

Families can have either a democratic or an authoritarian decision-making system—or a mixture of the two.

Democratic decisions are shared among members of a group.

Authoritarian decisions are not shared. Instead, they are made by one person or a few persons in a group.

People generally agree that there is a time and place for both authoritarian and democratic decisions. Do you think a tax raise should be an authoritarian decision or a democratic decision? Because a tax raise affects everyone's pocketbook, most people in the United States would agree that a democratic decision would be best. They would make this decision by voting.

In families, authoritarian decisions are often best. Your father or mother wouldn't wait to take a family vote about whether to get your little brother out of the middle of the street. Neither would your parents ask you how much money they should spend on a new car. These decisions are usually made by the adults who are in charge of the family.

Often in families, democratic decision making can also be used. For example, the whole family might decide where to go on vacation. In that case, the decision would be democratic.

Usually, family decisions are controlled by adults. This decision-making system is called adult control or adult authority. Families can also assign authority according to whether a person is male or female. For example, in some families, all important decisions are made by the male adult. In this case, the family uses male adult control. If female adults make the decisions, the family uses female adult control. Later you will think about which kind of authority is the most fair in certain situations.

Read the 10 attitudes (C-1 through C-10) listed below. For each attitude, decide which kind of family decision-making system it best describes:

a. Adult control (authoritarian)

b. Male adult control (authoritarian)

c. Female adult control (authoritarian)

d. Control by the person who makes the most money (authoritarian)

e. Decision shared by adults and children (democratic)

Write the letter—a, b, c, d, or e—next to the attitude:

C-1 Children should not be allowed to make decisions. Parents should make all the decisions.

C-2 Most of the important decisions should be made by the father.

C-3 Most of the important decisions should be shared by all of the adults.

C-4 Children should be allowed to help adults make as many decisions as possible. That way, the children can get practice in decision making.

C-5 The person who makes the most money in the household should make the decisions. After all, if he or she weren't working, the family couldn't exist.

C-6 Family members who cook and take care of the household are doing just as much as those who are making money. Therefore, everyone who helps the family in any way should have a part in making the decisions.

C-7 If a husband and wife disagree, the husband should make the final decision.

C-8 If a husband and wife disagree, the wife should make the final decision.

C-9 If a husband and wife disagree, the one who has the most information should make the decision. Sometimes the wife is more qualified to make the decision. Sometimes the husband is more qualified to make the decision.

C-10 Families should try to make sure that everyone, except for very young children, is responsible for making at least a few decisions.

Activity D: Class wrap-up

D-1 Discuss the decision your group chose for the Creasy family. Who made the decision? Was it democratic or authoritarian?

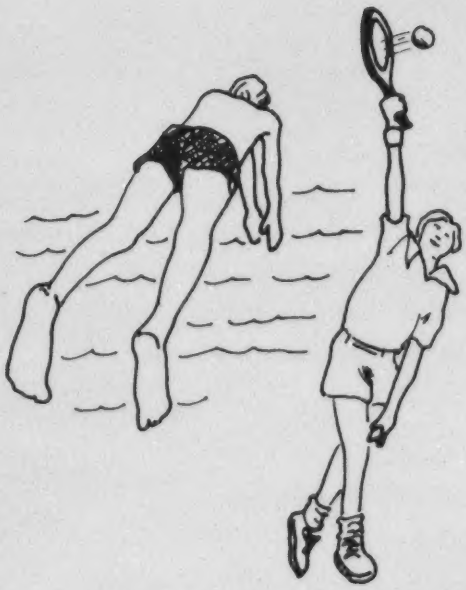
D-2 Look at the chart in Activity A. Which decisions were mainly authoritarian? Which were mainly democratic?

D-3 Some people believe the "man" of the family should make the most important decisions. Do you agree or disagree? Why?

Activity E: Role-play

Role-play one decision that the Creasy family or your own might make. Have the class guess whether the decision is authoritarian or democratic.

Activity F: Flight Check



Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Decide whether each of the following decisions is authoritarian or democratic.

F-1 The family voted to go to the beach for vacation.

F-2 Father decided that the family would not own a television.

F-3 Susan and her parents selected her clothes together.

F-4 Whenever Shawn and Carol disagreed, Shawn made the final decision.

Part II

Making Individual Decisions

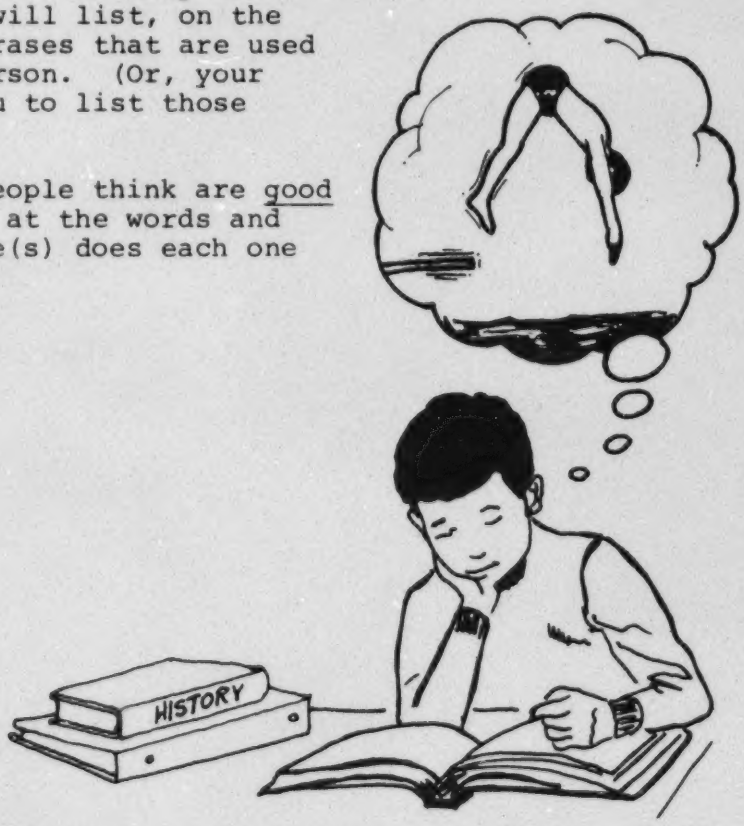
Lesson 3: Values and You

Activity A: What are values?

A-1 Write a paragraph that describes one of your best friends. In the paragraph, make sure to write why you like this person. (You do not need to name the person.)

A-2 Your teacher will ask some students to read their paragraphs. As they are read, your teacher will list, on the board, words and phrases that are used to describe that person. (Or, your teacher will ask you to list those words and phrases.)

A-3 Values are things people think are good or important. Look at the words and phrases. What value(s) does each one show?



Activity B:
Actions and values

Many of your actions involve decisions. For example, you may decide to buy a pair of skates instead of new clothes. Or you may decide to swim instead of watch television.

Someone can tell a lot about your values by looking at your actions. Your values are what you think is good or important. So if you read the newspaper often, you probably value knowing what is happening in your city or country. You may also want to take actions as a result of your reading. You can state your value in a general way. Your value is having information.

Often, people's actions are based on more than one value. For example, many students study hard so they will be ready for college. But they may also want good grades to please their parents. As a result, sometimes it is difficult to tell what people's values are.

In B-1 are listed eight valuable things.* They are stated in a general way. With each one are examples of actions that could show the value. (Remember, the actions in each category can also show other values.)

B-1 For each category listed, add another action that could show the value.

a. Value: feeling good (being healthy and happy)

Actions that could show this value: getting plenty of sleep, watching television for pleasure, doing what you want to do

b. Value: having friendship and love

Actions that could show this value: giving birthday presents to your friends, being friendly

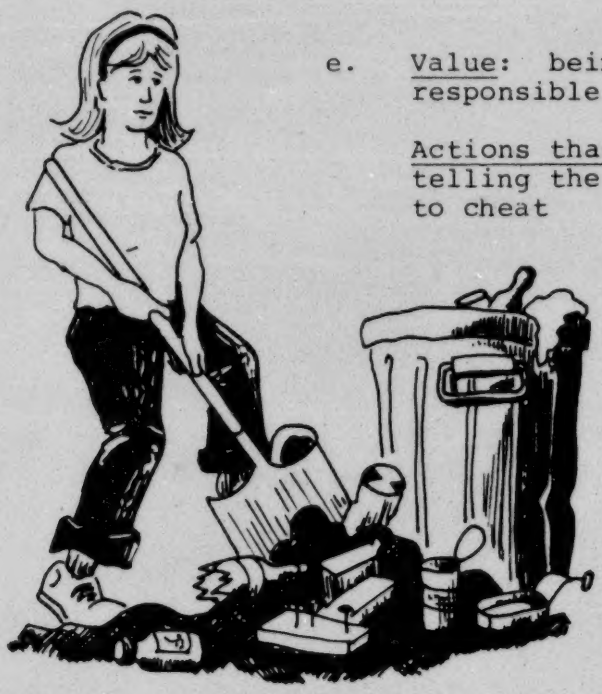
c. Value: having information

Actions that could show this value: getting an education, reading the newspaper for information

d. Value: having skill or ability

Actions that could show this value: taking a cooking class, doing homework, going to a trade school or to college

*Adapted from Arnspiger, V. Clyde; Rucker, W. Ray; and Creas, Mary S. *Personality in Social Process.* Dubuque, Iowa: Kendall/Hunt Publishing Company, 1969.



e. Value: being trustworthy and responsible

Actions that could show this value: telling the truth, deciding not to cheat

f. Value: having wealth or material goods

Actions that could show this value: choosing a career in which you could make a lot of money, having two jobs, saving your money, getting a good education

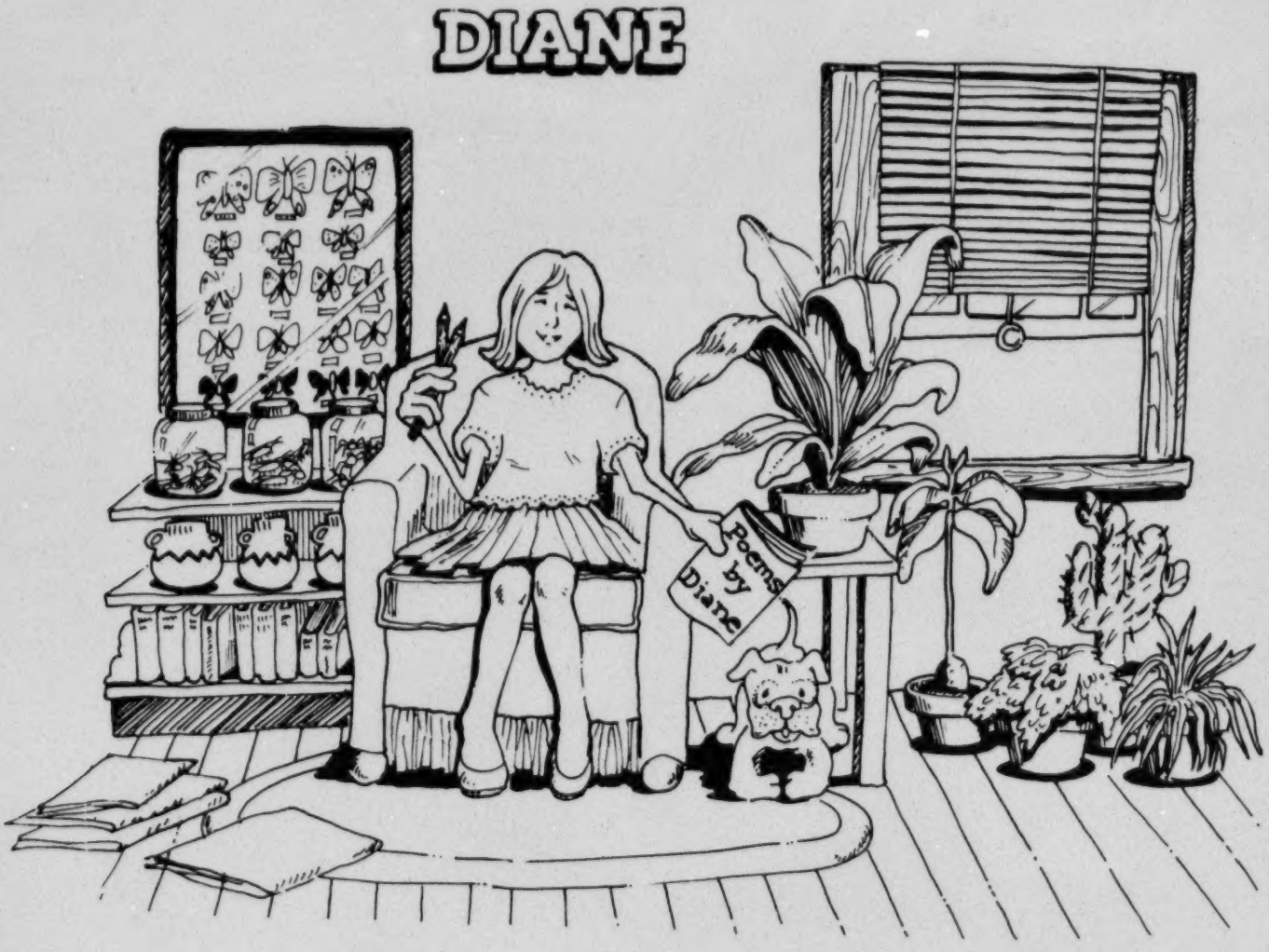
g. Value: having power over others

Actions that could show this value: becoming a manager, being able to influence people

h. Value: having respect or recognition

Actions that could show this value: trying to become President, getting all As, winning a prize or ribbon, being captain of the team, being put in charge of something

To find out more about how actions show value, read the following story. As you read it, try to decide what Diane values.



Diane

Diane is 14 years old. She is interested in science. She also likes to make pottery. Often, she spends her free hours reading about insects or writing poems.

Her room is somewhat messy, but she doesn't want to spend her time cleaning it. She doesn't watch much television. She would rather play with her bulldog, care for all her plants, read, and write.

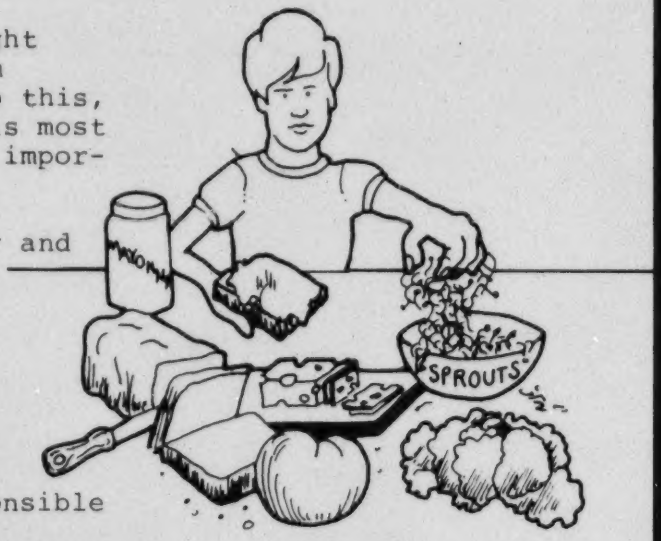
She is very picky about her friends. She prefers to have one or two very close friends instead of many friends who are not very close. She enjoys being alone sometimes—just to think about things.

Diane is looking forward to going to Africa when she is older, to collect some information about African insects.

B-2 List the actions that seem to be important to Diane.

B-3 Next to each action, write a value that the action shows. Use the list of values from B-1.

Activity C:
Thinking about your values



C-1 Listed again, below, are the eight general values. Rank-order them according to your values. To do this, put a 1 by the value you think is most important, a 2 by the next most important value, and so on.

a. feeling good (being healthy and happy)

b. having friendship and love

c. having information

d. having skill or ability

e. being trustworthy and responsible

f. having wealth or material goods

g. having power over others

h. having respect or recognition

C-2 Form a group with three or four other students and compare your rankings. Discuss your reasons for the rankings. After the discussion, rank your values again.

Activity D:
Class wrap-up

Discuss your answers for Activity C.

D-1 How many people changed their rankings after discussing them in a group? Explain your changes.

D-2 Which valuable things could you use to obtain other valuable things? Explain.

D-3 Can people use their values as goals? Explain.

D-4 Can you prefer different values at different times? Explain. Is it usually easy to tell what a person's values are? Explain.

D-5 a. What value might a sick person rank as number 1?

b. What value might a very poor person rank as number 1?

c. Why do people rank values differently?

D-6 Compare the top three rankings for girls with those for boys. Were they different? If so, how? Why? Should girls and boys have the same values or different values? Explain.

Activity E: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Think about the actions in E-1 through E-7, below. For each one, select at least one value, a through h, also listed below. You may choose more than one value for each action. Explain each answer.

E-1 getting a college education

E-2 eating food that you enjoy

E-3 learning how to play tennis

E-4 getting a job after school

E-5 owning an expensive car

E-6 running for student body president

E-7 spending time to keep a promise

a. feeling good (being healthy and happy)

b. having friendship and love

c. having information

d. having skill or ability

e. being trustworthy and responsible

f. having wealth or material goods

g. having power over others

h. having respect or recognition

Lesson 4: Value Conflicts

Activity A: Choosing values

A value conflict occurs when you have trouble deciding what you value most in a certain situation. For example, you may value power and you may value honesty. In some situations these values may be in conflict. For example, what if you have to cheat in a game in order to win? Will you choose power (winning) or will you choose honesty?

Here is another example of a value conflict. You may value both academic ability and friendship. What if your friend calls you the night before a test and suggests going to a movie? You have to choose between two of your values: having friendship and having skill or ability. This is a value conflict.

Read the following situations. Then, next to the situations, write the letters of the main values (listed below) that are in conflict.

a. feeling good (being healthy and happy)

b. having friendship and love

c. having information

d. having skill or ability

e. being trustworthy and responsible

f. having wealth or material goods

g. having power over others

h. having respect or recognition

A-1 Andy was tired after a long day at school. He was just about ready to fall on the sofa to watch television. Then he remembered that he had promised to help the man next door clean his backyard.

A-2 Lisa was bothered. Her friends thought she'd make a good cheerleader. Her parents wanted her to get good grades. She wanted to spend her extra time improving her swimming skills.

A-3 Daryl wanted to watch television. He also knew that he needed to study for his English test the next day.

A-4 Darla had a choice. She could spend her summer either working to save money for college or going to the beach with her friends.

A-5 Kay wanted to be Mike's friend, but she didn't like the fact that he never listened to her opinions.

A-6 The Senator took money for a bribe, even though he knew others would not respect him if they found out.

Activity B:
In case of fire!

Write a paragraph about five things you would choose to save if your house were on fire. (Do not include people, since everyone would probably try to save his or her family first.) Make sure to tell why you would save the five things you list.

Take turns reading your paragraphs in class. Then try to decide what each person's values are. Were any values in conflict?

Activity C:
Class wrap-up

C-1 Discuss your answers for Activities A and B.

C-2 Think of a value conflict in a situation you saw on a television program or read in a book. Tell how the conflict was resolved.

Activity D:
Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 Write the two values that are in conflict in the following situation:

Lannie didn't know what to do. She wanted to get a part-time job after school to have some spending money. But she also wanted to have plenty of time to study so she could get good grades.

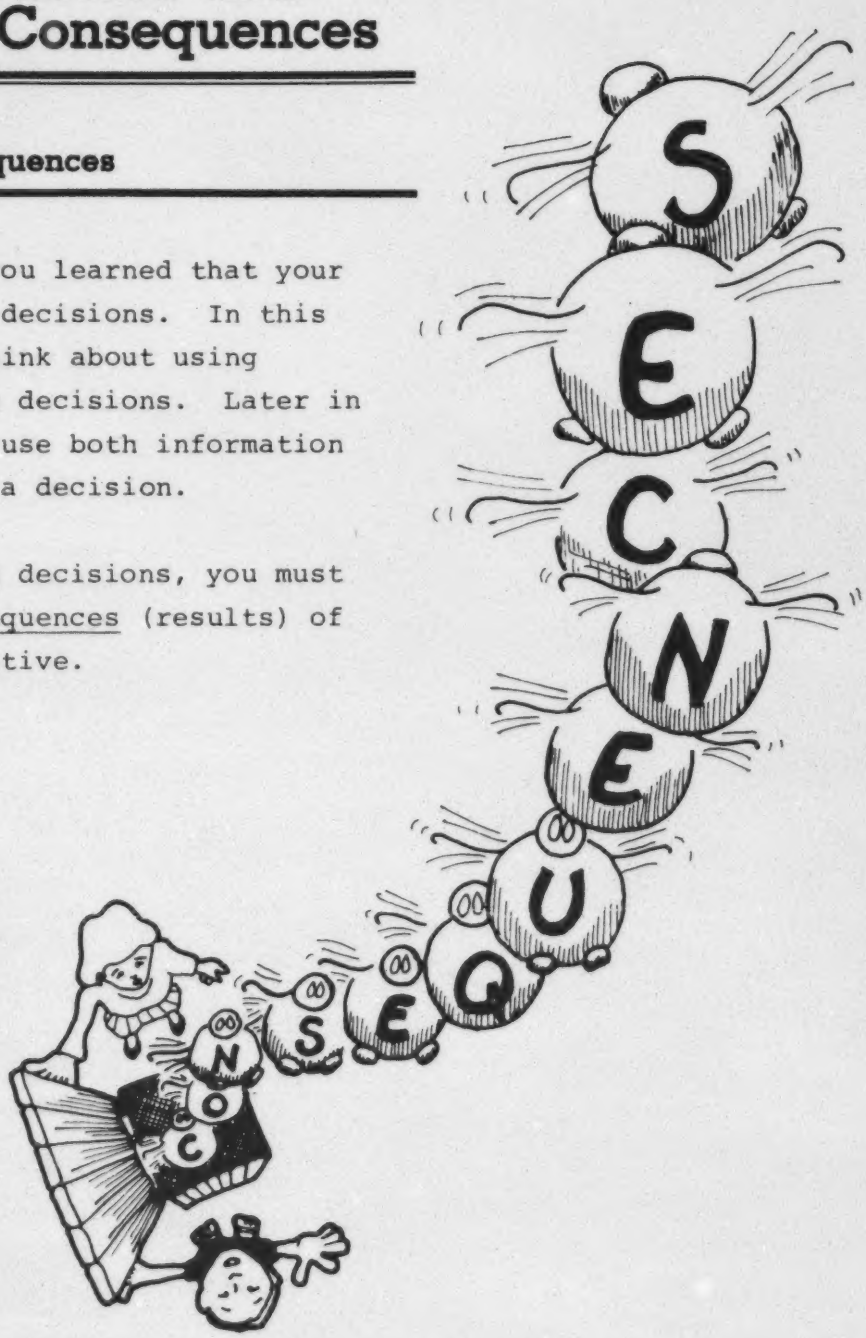
D-2 Write a paragraph about a decision you had trouble making because your values were in conflict. Tell what values were in conflict, what decision you made, and why you made that decision.

Lesson 5: Your Choices and Their Consequences

Activity A: Thinking about consequences

In the last lesson, you learned that your values help you make decisions. In this activity, you will think about using information in making decisions. Later in the lesson, you will use both information and values in making a decision.

In order to make good decisions, you must think about the consequences (results) of each possible alternative.



Pretend that it is the beginning of class. The teacher gives everyone an assignment that is due at the end of class. Two of your alternatives (choices) might be (a) to do the assignment or (b) to talk to a classmate.

What will the consequences be for the first alternative? You will learn something new and you won't fail the assignment. Many people would think of these as positive (good) consequences.

What will the consequences be for the second alternative? First, you may enjoy talking to your classmate. So enjoyment might be a positive (good) consequence. But you will probably not learn anything—and neither will your classmate. You will also pay for your present enjoyment later, when you fail the assignment or have to stay after school to do it. Many people would think of these as negative (bad) consequences.

Often it is difficult to decide whether consequences are positive or negative. The people involved in the situation must decide whether the consequences are good or bad.

When making this decision, you will have to think about the consequences of each alternative. You will have to decide which consequences are the most positive and for what reason.

Look at the following situations. For each one, write two possible actions you could take in the situation. (See chart below.)

A-1 You are riding your bike and come to a red light.

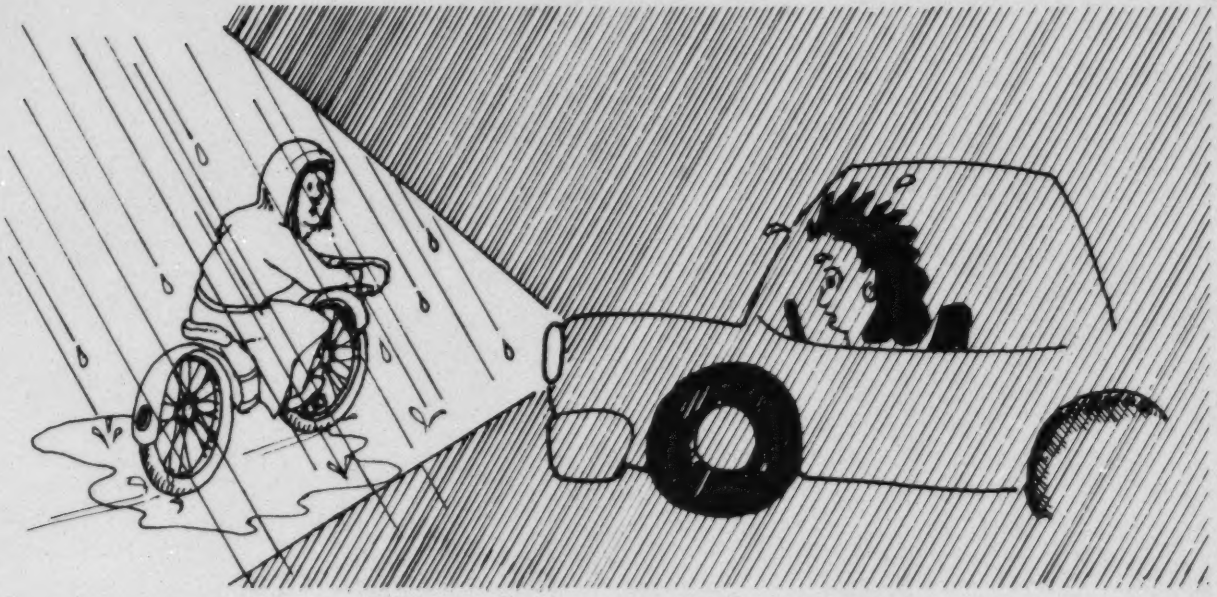
A-2 You have just discovered your friend cheating.

A-3 You are tired of chewing your gum.

Now, next to each alternative write one possible consequence.

	Alternative	Consequence
Situation A-1	a. b.	a. b.
Situation A-2	a. b.	a. b.
Situation A-3	a. b.	a. b.

Read the story below and answer the questions that follow.



Marge's Decision

Marge was driving too fast on a rainy night. When she saw the girl on the bicycle, she tried to stop. But the car skidded and hit the bicycle. Marge was so frightened that she didn't stop. Instead, she drove away from the accident.

A-4 List some possible consequences for the alternative (action) Marge chose. For each consequence, write whether you think it is positive or negative and explain why.

A-5 List an alternative (action) that Marge did not choose.

A-6 List some consequences for the alternative Marge did not choose. Write whether the consequences are positive or negative.

Activity B (discussion): Using a decision model

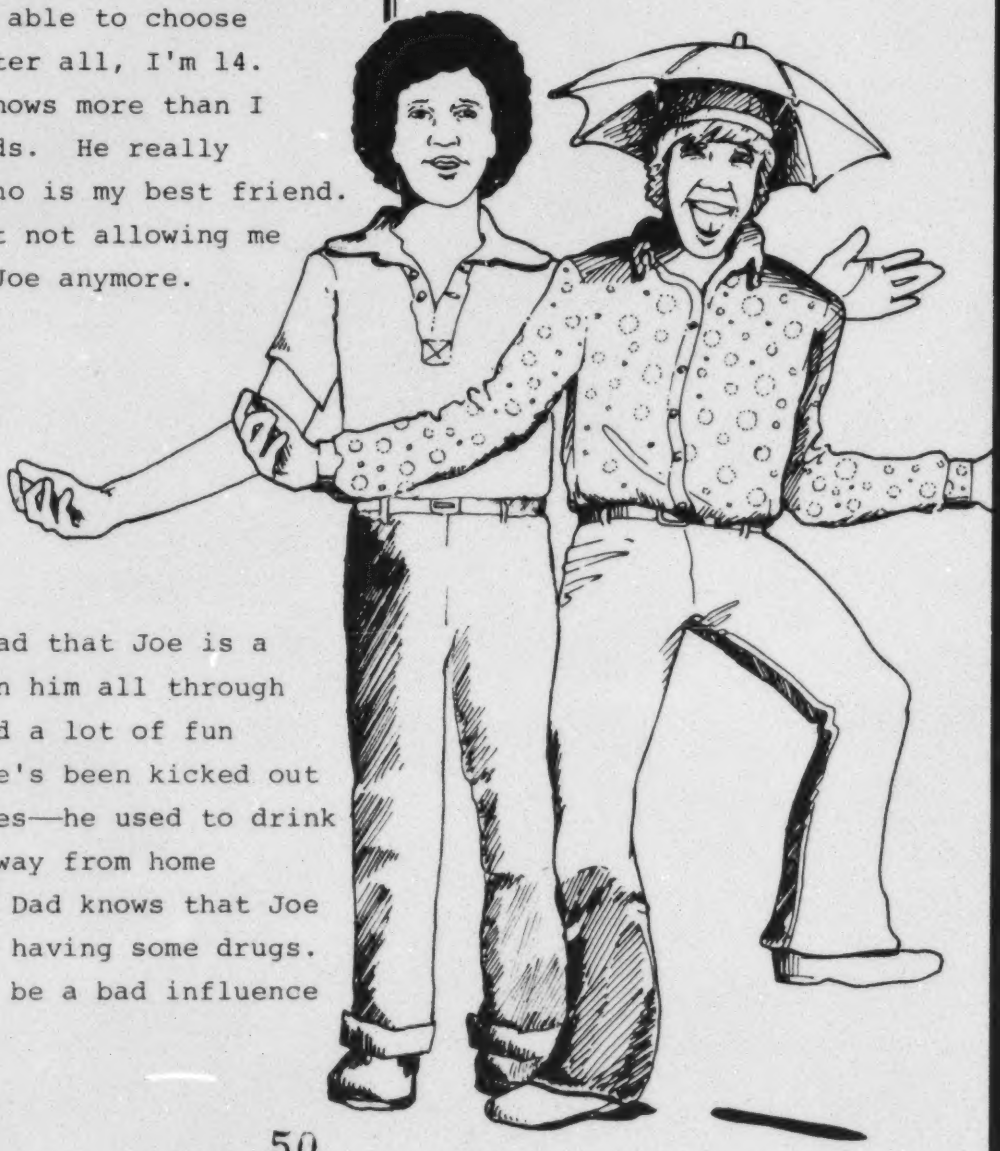
When you have a problem that needs a decision, there are steps you can take.

The chart on page 55 is a decision model. (A model is a pattern to follow.) First you need to state the problem. As you can see, then there are four main steps in solving the problem: (a) outlining alternatives (choices), (b) thinking about the consequences (advantages and disadvantages) of each alternative, (c) thinking about the values that may be in confict, and (d) choosing one alternative. Positive consequences are advantages of a choice, and negative consequences are disadvantages of a choice.

Read the story below, either by yourself or aloud in class. Then answer the questions that follow.

A Conflict about Friends

My name is Al. My father and I just don't see things the same way. I think I should be able to choose my own friends. After all, I'm 14. But Dad thinks he knows more than I know about my friends. He really doesn't like Joe, who is my best friend. He is thinking about not allowing me to be friends with Joe anymore.



I explained to Dad that Joe is a good guy—I've known him all through school and we've had a lot of fun together. Sure, Joe's been kicked out of school a few times—he used to drink a lot and has run away from home several times. And Dad knows that Joe got busted once for having some drugs. Dad thinks Joe will be a bad influence on me.

I think Joe has learned his lesson. I haven't seen him doing anything like that lately. Basically he's a good guy—just a little wild and crazy. From what I've heard, he has a pretty bad home life, so I can't really blame him for trying a few drugs. If I turn my back on Joe, he might feel worse than ever.

Last night, my father said that he will think about the situation some more. He and my mother have agreed to decide together whether or not I can go places with Joe anymore.

Pretend you are one of Al's parents. Discuss with your class the questions below. As the questions are discussed, fill in your copy of the decision model.

B-1 What is the main problem in this situation?

B-2 What alternatives do you have?

B-3 List some consequences (both advantages and disadvantages) for each alternative.

B-4 What values might be in conflict?

B-5 What decision would you make and why?

B-6 What four decision steps did you just think through? What are these steps called?

Problem: _____

Step 1: Outlining Your Alternatives for Action

Alternative 1: _____

Alternative 2: _____

Step 2: Thinking about the Consequences of Each Alternative

Alternative 1

Advantage: _____

Disadvantage: _____

Alternative 2

Advantage: _____

Disadvantage: _____

Step 3: Thinking about the Values in Conflict

_____

Step 4: Decision (Choosing One Alternative)

_____

Activity C:
A family decision

In this activity, you will be using the decision model. First, read the following story. Then answer the questions that follow.

To Move or Not to Move

Georgia and Eric Hudson have been married for 15 years. They have three children: Susan, age 13; Ellen, age 12; and Daryl, age 9. The family lives in Tallahassee, Florida.

Eric works as an accountant for a large company. Georgia finished her law degree two years ago. Since then she has worked as a law partner with another woman. Business has been slow for the partners. But at last they seem to have become better known in the community. They are finally starting to build up their practice.

The children are happy, too. They have a lot of friends, and they love to go water skiing and fishing at the coast nearby. Ellen has a horse, which is kept at a ranch about ten miles from the Hudson home.

For the last week, the family has been trying to make an important decision. Eric has been offered a promotion. He is excited because he is tired of his present job. The promotion would make his job much more interesting. The job also offers $5,000 more a year. The only problem is that the new job is in St. Louis, Missouri—a long way from their friends. Eric is concerned about his family's feelings. At the same time, he knows he would enjoy the new job.

Everyone in the family has a different opinion about what Fric should do. Georgia feels that things are finally looking up in her law practice. Now that she has become known locally, she does not want to leave. It would mean that much of her work so far has been for nothing.

The children have mixed feelings. Ellen does not want to move. She has many friends and a horse, and she doesn't want to lose them. However, Daryl and Susan think moving might be exciting—although they are also happy where they are.

What should the family do: move or not move?

C-1 What is the main problem in this story?

C-2 List two possible alternatives the family has.

C-3 For the first alternative, list an advantage and a disadvantage.

C-4 For the second alternative, list an advantage and a disadvantage.

C-5 List two values that are in conflict.

C-6 Write which alternative seems best and tell why.

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Imagine that you have just found $1,000. You try, through the police, to find the owner. Since the police cannot locate the owner, you are being allowed to keep the money.

D-1 List at least two possible alternatives about how you could use the money.

D-2 List at least one consequence for each alternative.

D-3 List at least two conflicting values to consider before you make your decision.

D-4 Choose what you think is the best alternative.

D-5 What are the above four steps called?

Lesson 6: Fairness in Decisions

Activity A:
What is fairness?

Decisions affect people! What you decide to say and do to people can hurt them or make them happy. It is important to learn to think about others' feelings. One way to do this is to try to be fair.

What do you think fair means? One definition is treating people equally. How can you tell if someone is treated equally? You can see if the person has an equal chance at getting the things most people consider important—the things they value.

If a situation is fair, it provides people with equal access to (or an equal chance at getting) these valuable things. If a situation is unfair, someone is kept from these valuable things.

Here are some examples. Suppose that your school lets only girls enroll in math class. Would that be fair? No, because boys would be kept from some valuable things—information and ability.

What if your parents let only one child in the family ride a bicycle? What valuable things would the other children be kept from? They may be kept from the chance to feel good—and they would certainly be kept from having the ability to ride a bicycle.

Look at the following unfair situations. One or more of the things people value are being kept from someone. You found out in Lesson 3 about these valuable things. They include feeling good, having friendship and love, having information, having skill or ability, being trustworthy and responsible, having wealth or material goods, having power over others, and having respect or recognition.

After you read each situation, answer the questions that follow.

A-1 Leslie wants to go to the school dance with Jeff, but she is afraid he won't ask her. So she asks him. Jeff replies, "Well, I think it is crazy for girls to ask boys out. If I wanted to go out with you, I'd ask you."

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

A-2 Janet just hit a home run for the team. As she rounds third base, George, who is watching the game, yells out, "You were just lucky!"

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

A-3 Bob is not the cutest boy in the school. Any of the girls could tell you that he is too fat and wears only the same two shirts.

However, Bob is kind, responsible, and smart. He tries to be friends with everyone, but some of the girls giggle as soon as he walks into the room.

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

60

A-4 Conny was hired recently to work as a manager. About a week after she started working, she found out that a man in the same position who has the same experience is making $5,000 more a year.

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

A-5 At the community college in Gerald's town, boys are not allowed to enroll in home economics.

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

Activity B:
Treating people fairly

To find out more about how to treat people fairly, read the story below. You will see that it has two endings. As you read, think about which ending you like more.

Helen and John

Helen and John were both trying to get the same construction job. Both had experience. Helen's main skill was building cabinets. John had worked in various areas of construction, including electrical wiring.

Ending 1

Mr. Shields, who was doing the hiring, had a hard time making up his mind. He had never hired a woman before. He needed someone who was good at building cabinets, and Helen had that skill. Finally, he decided to hire Helen.

Ending 2

Mr. Shields, who was doing the hiring, had a hard time making up his mind. Both Helen and John were well qualified. Mr. Shields needed someone who knew how to build cabinets, and Helen had that skill. But finally he decided against Helen. He just didn't want to hire a woman to do construction work. "After all," he thought, "everyone knows that a woman can't do construction work as well as a man."

Now answer the following questions.

B-1 What valuable thing or things are at stake?

B-2 Which ending is unfair? Why?

B-3 Which ending is fair? Why?

Activity C: Class wrap-up

Discuss your answers for Activities A and B.

Activity D: Flight check

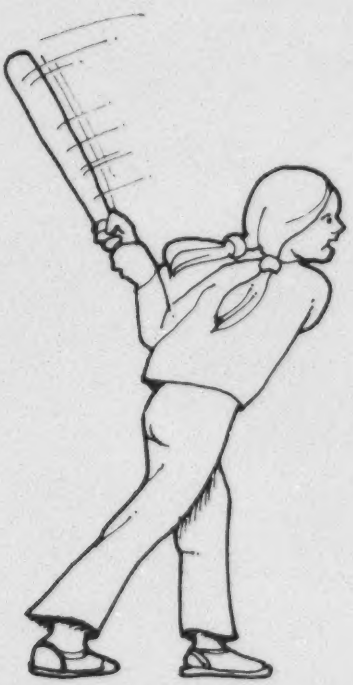
Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Decide whether you think the following people are treated fairly. Then tell what valuable thing is at stake.

D-1 Mary wants to join the school baseball team. Her teacher has recommended her—she plays better than many of the boys. But the boys say no! "We don't want a girl on our team—how embarrassing!"

a. Is the decision fair or unfair?

b. What valuable thing is at stake?



D-2 George was chosen to represent his school in the county baking contest because he baked the best dessert.

a. Is the decision fair or unfair?

b. What valuable thing is at stake?

D-3 Few people were friendly to Darik, because he was from another country and did not speak English very well.

a. Is the decision fair or unfair?

b. What valuable thing is at stake?

Part III

Making Group Decisions

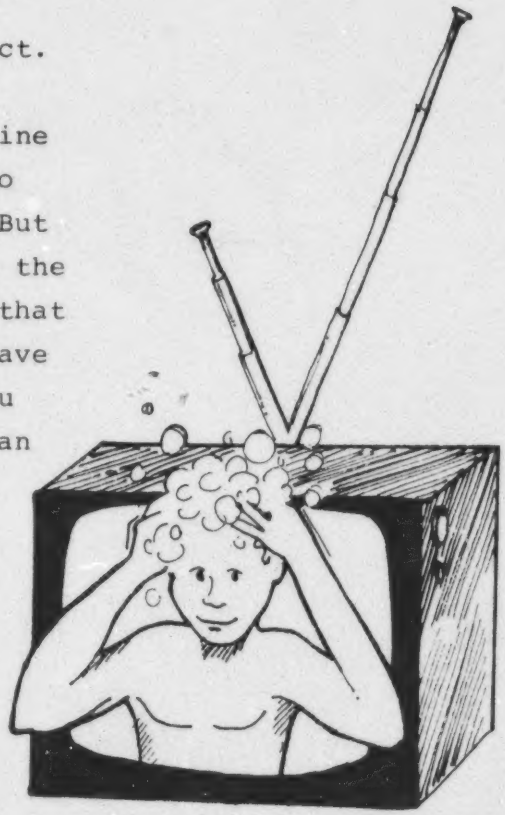
Lesson 7: Influencing Decisions

Activity A: Influencing

How often do you get a chance to help make a decision? You may wish you had more chances to make decisions. But even if you can't always make decisions, you can influence them.

What does influence mean? It means the ability to change how others think and act.

Here's an example. Television and magazine ads try to influence what people buy. No one can force you to try the products. But advertisers can cause you to want to buy the product. An ad might say, for example, that if you use a certain shampoo, you will have cleaner hair. If you believe the ad, you will probably buy the shampoo. As you can see, the ad has influenced you to act in a certain way.



Look at the following situations. In each one, someone is influencing the behavior of someone else. First, write who is influencing others. Second, write who is being influenced. If you think no one is influencing or being influenced, write no one on your answer sheet.

A-1 Mother ordered Janie to mow the lawn.

a. Who is influencing someone else?

b. Who is being influenced?

A-2 Mr. Bowman told the class that they could leave as soon as everyone was in her or his seat.

a. Who is influencing others?

b. Who is being influenced?

A-3 The dance club put up posters in M. Meade Middle School to announce the dance on Friday.

a. Who is influencing others?

b. Who is being influenced?

A-4 Theo decided to go home at lunchtime.

a. Who is influencing someone else?

b. Who is being influenced?

A-5 Beryl bought a new kind of toothpaste because the ad he saw on television said, "People who buy this toothpaste will be popular."

a. Who is influencing someone else?

b. Who is being influenced?

A-6 Chet ducked into the coffee shop when he saw the gang cross the street.

a. Who is influencing someone else?

b. Who is being influenced?

A-7 Many people stopped buying saccharin because scientists said that it causes cancer in mice.

a. Who is influencing others?

b. Who is being influenced?

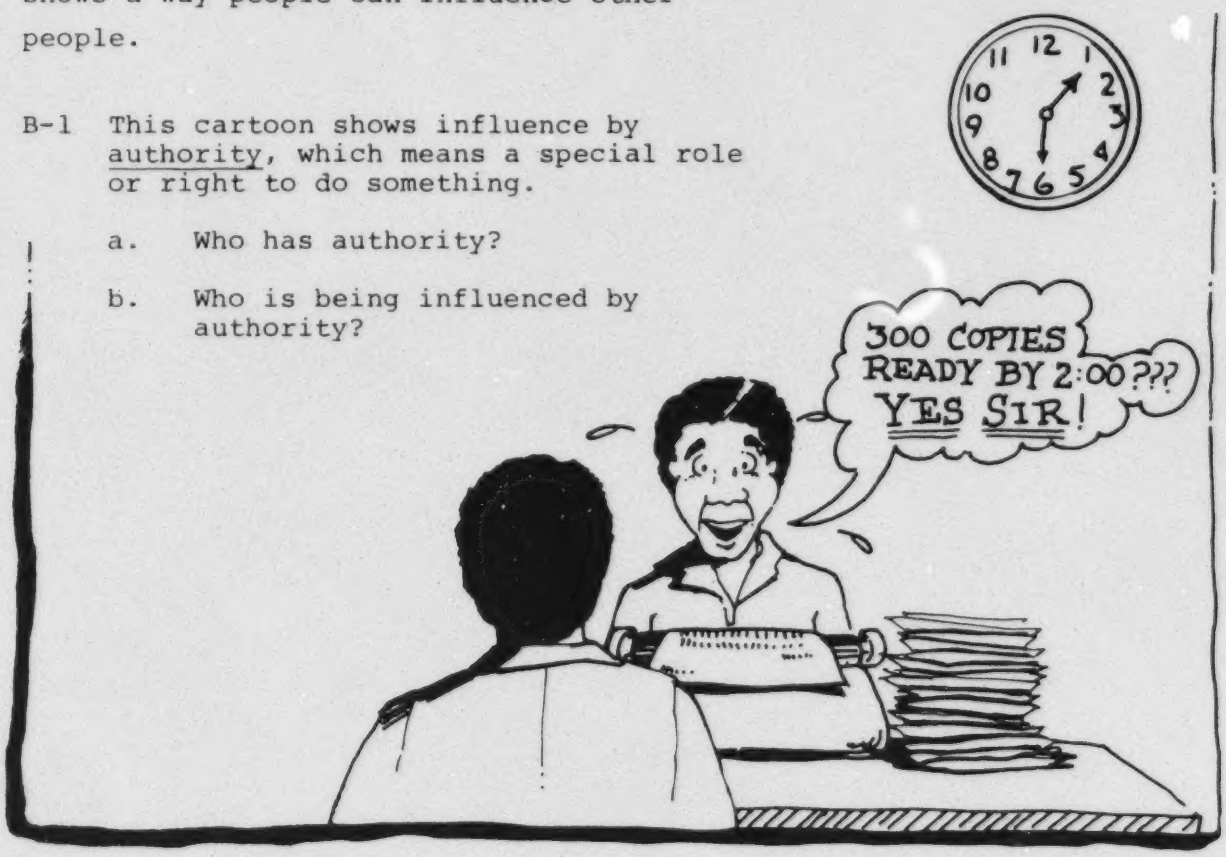
Activity B: Ways you can influence decisions

Study the following cartoons. Each cartoon shows a way people can influence other people.

B-1 This cartoon shows influence by <u>authority</u>, which means a special role or right to do something.

a. Who has authority?

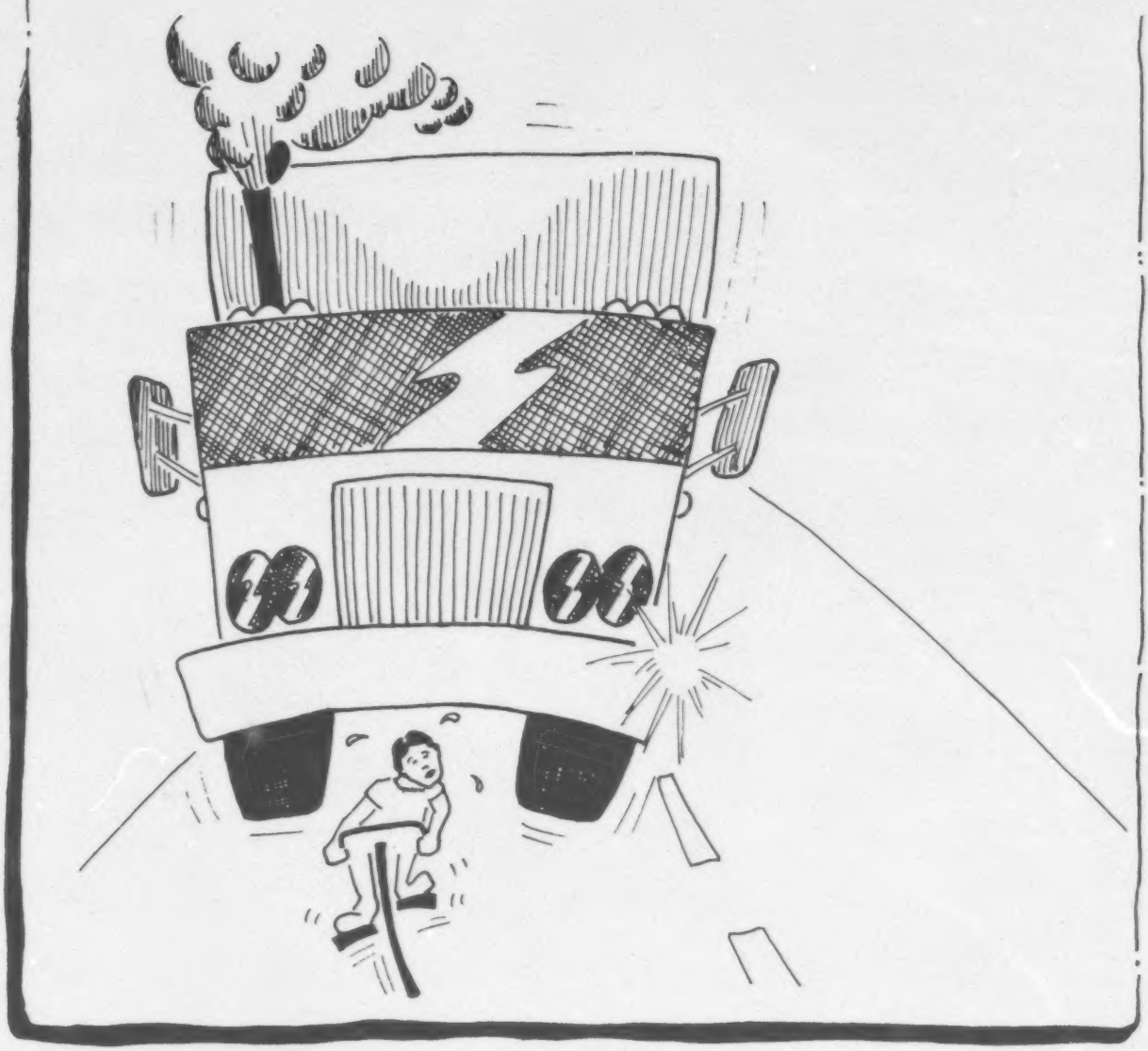
b. Who is being influenced by authority?



B-2 This cartoon shows influence by physical power, which means the ability to threaten or harm someone else.

a. Who has power?

b. Who is being influenced by power?



B-3 Here someone is influencing by promising a reward, which means something given or received for an action.

a. Who is offering a reward?

b. Who is being influenced by a reward?

B-4 This cartoon shows influence by affection, which means friendship or love.

a. Who is showing affection?

b. Who is being influenced by affection?

B-5 Here someone is influencing by information, which means special knowledge.

a. Who has information?

b. Who is being influenced by this information?

B-6 Go back to Activity A. For each example, write which kind of influence is being used. Is it authority, physical power, reward, affection, information, or none?

Activity C (discussion): Thinking about ads

C-1 Find examples of magazine ads that show someone influencing you to buy a product. Or, think of television commercials. For each ad or commercial, tell which kind of influence is being used. Notice that you may find more than one method of influence being used.

After everyone has shown and/or discussed examples of ads, discuss the following questions:

C-2 Do the ads show that females are likely to use certain kinds of influence more than others? Which kinds?

C-3 Do the ads show that males are likely to use certain kinds of influence more than others? Which kinds?

C-4 If you found differences, why might they exist?

Activity D: Role-play

Form a group with three or four other students. Choose one of the five kinds of influence. Think of a situation that shows this kind of influence. Role-play the situation in front of the class.

Activity E:
Real-life example

Find a newspaper article that tells about a person or group influencing a decision. Bring the article to class. Tell what kind of influence is being used.

Activity F:
Class wrap-up

F-1 Can you think of someone you know who uses authority to influence others? Do teachers and parents ever use it? Have you ever used authority? Or been influenced by authority? Why does this work?

F-2 Think of some people you know who influence decisions by their physical power. Have you ever influenced others by physical power? Have you ever been influenced by physical power? Why does it work?

F-3 What are some rewards that may influence people's decisions? Have you ever offered a reward? Or been offered a reward? Why?

F-4 What are some examples of people using affection to influence others? Do you ever use it? Have others influenced you through their friendship? How?

F-5 How do people use information to influence other people? Have you ever tried to influence others with special knowledge? Have you ever been persuaded by special information? How?

Activity G: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

G-1 List two kinds of influence you could use in trying to get your parents to give you a record album for your birthday. Explain how you would go about using each kind of influence.

G-2 Look at the cartoon below.

a. Who is influencing someone else?

b. What kind of influence is being used?

c. Who is being influenced?

Lesson 8: Group Decisions

Activity A (discussion): What are group decisions?

So far in this unit, you've learned a method for making personal decisions. In the last lesson, you found out ways to influence other people's decisions. In the next few lessons, you are going to learn about making group decisions.

Remember that individual decisions are made by one person and affect (change) mainly that person. Group decisions are decisions that are made by two or more people or that affect two or more people. Group decisions can also be called political decisions.

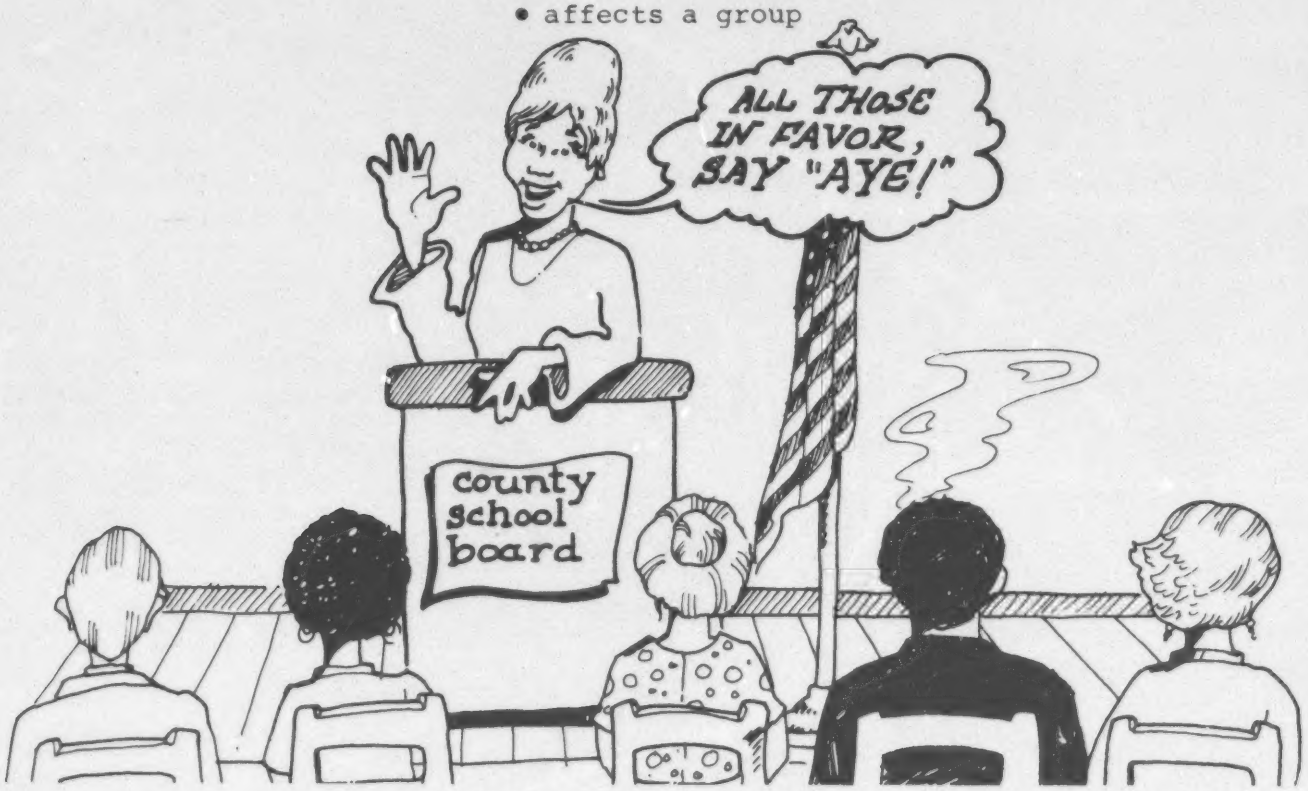
When your class or school votes on something, a group decision is being made. Why? Because two or more people are involved in the decision—and the decision will affect two or more people. When you and your friend decide together what to do after school, a group decision is being made. This is a group decision because more than one person has helped to make the decision.

Remember—a group decision either:

- is made by a group

or:

- affects a group



A-1 Look at the illustration above. Does it show a personal or group decision? How do you know?

A-2 Which of the decisions below are group decisions? Why?

a. The teacher said, "No gum allowed in the classroom."

b. Maria voted for Sue to be student council representative.

c. Mrs. McCrary went to church last Sunday.

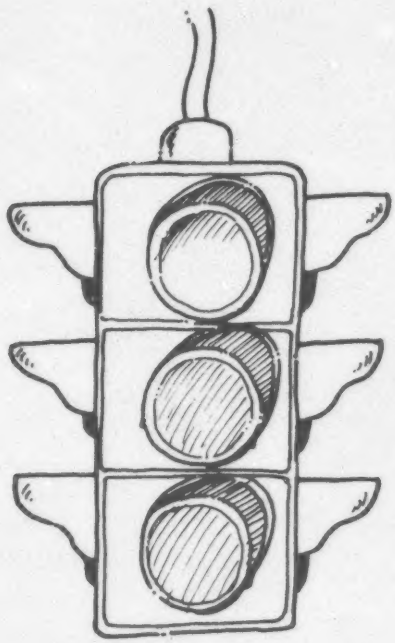
d. The club decided to sponsor a walk-a-thon for the handicapped.

e. The lawmakers voted to lower taxes.

Activity B:
Group rules

Rules are one kind of group decision. Why? Because rules affect groups of people. That is, rules influence the way people act. For example, suppose that your school has a rule against chewing gum or smoking. Most students would not do these actions in school. If a student did, then she or he would probably be punished.

Think about traffic rules. These rules affect what people do. One traffic rule is "Stop at a red light." Most people follow this rule. If they didn't there would be many more accidents on the streets.

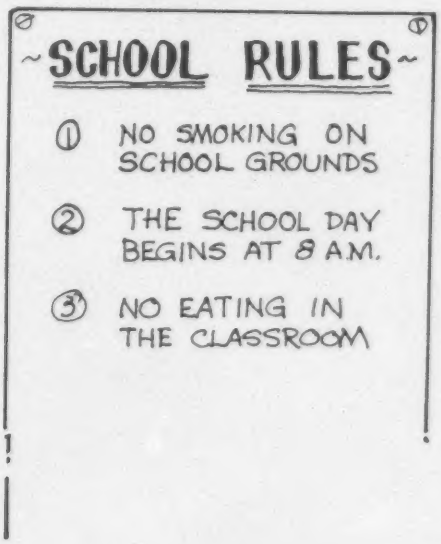


As you can see, rules are statements that tell group members how to act. Rules help groups achieve their goals. For example, traffic rules help our society achieve one of its goals—that people be safe. Traffic rules improve safety on the roads.

Below are some examples of group rules:

- federal and state laws
- court decisions
- traffic rules
- school playground rules
- classroom rules
- game rules
- family rules

Two of your school's rules might be "no smoking on the school grounds" and "no eating in classrooms."



Read the following decisions. Write down which are group decisions about rules. To decide, ask yourself: Does the decision affect only one person or a group of people?

B-1 Mary decided to wear jeans to school.

B-2 A parent decided that on weekends there would be no television until after dinner.

B-3 The President decided to take a skiing vacation.

B-4 In almost every culture, it is against the law to steal.

B-5 The home economics club voted to have meetings on the first Tuesday of every month.

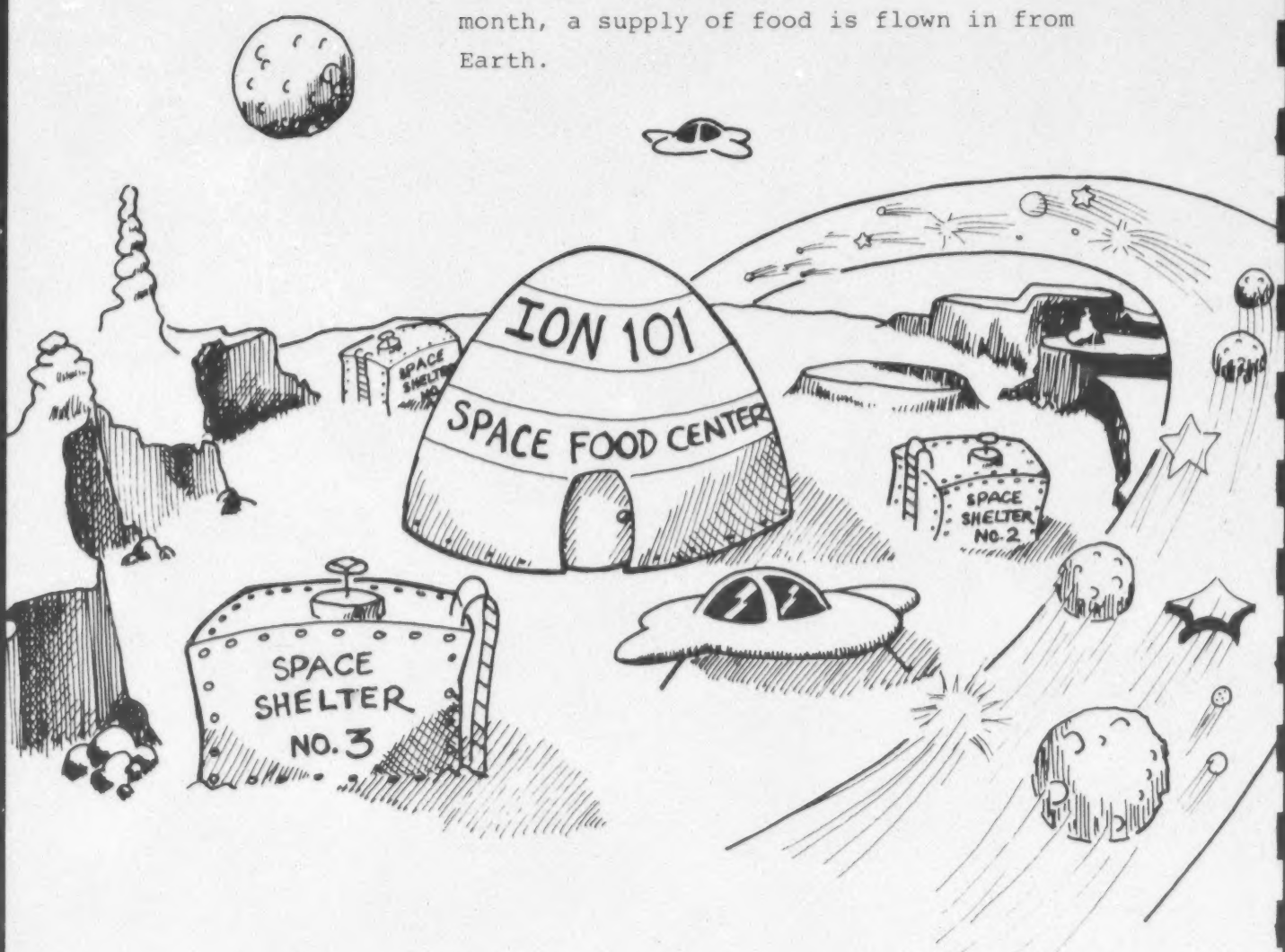
B-6 The school board voted to ban three books from the library.

B-7 Hester decided to try out for the tennis team.

Activity C:
Living on Saturn

Form a group with four or five other students. In this activity, you will be making group decisions about rules.

Your group has just been put in charge of the ION 101 Saturn Space Station. On this space station are 20 space planes, three space shelters, and one space food center. Once a month, a supply of food is flown in from Earth.



Your group's goals are:

- to make sure that the planes are fixed and ready for interplanetary space exploration on a set schedule
- To make sure that people know what to do under different planetary/space conditions
- to make sure that food is stored immediately and properly so that it will not spoil

C-1 Make at least six group rules that will help your group achieve these goals. Have someone write down these rules.

C-2 Think of some ways to influence people in the group to keep these rules. (For example, you might create either punishments or rewards for each rule you make.)

C-3 Present your rules, including the rewards or punishments, to the class.

C-4 Discuss how people in your group might be influenced to obey these rules. Would they be influenced by authority, physical power, reward, affection, or information?

Activity D:
Making some class rules

Form a group with three or four other students.

D-1 List the group goals that you think your class has or should have. (For example, one main goal of your class is to learn what is being taught.)

D-2 List rules that might help your class achieve these goals. These can be new rules or rules that your class already has.

D-3 Discuss your rules with the class.

D-4 With the teacher's permission and as a class, vote on a few new rules for your class.

Activity E:
Class wrap-up

E-1 Discuss your answers to Activities B and C.

E-2 Why might other groups have rules? For example, why might people on a ship have rules?

E-3 Why might people in a country have rules?

E-4 Why might your family have rules?

E-5 Are rules always fair? Why or why not?

E-6 Think about how the members of your group participated in making the decisions for Activities C and D. Did some people participate more than others? Were they mostly girls or mostly boys? Why?

E-7 If girls or boys did participate more, is that kind of participation fair? Why or why not? What would you do to change the situation?

E-8 Find a newspaper article about someone breaking rules and the consequences that follow. Bring it to class and explain what rules are being broken and what the consequences are.

Activity F: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Which of the following are group decisions? List the group decisions by number.

F-1 Dick wore sneakers to school on Monday.

F-2 Congress decided to withdraw money from states that discriminate against girls' sports.

F-3 On Thursday, the governor signed a tax bill into law.

F-4 John decided that he would always do his homework before watching television.

F-5 Maria's parents decided that she and her sister must do their homework before watching television.

Lesson 9: Participation Skills

Activity A: How to participate

In the last lesson, you learned about group decisions. You also helped make a group decision. In other words, you participated in a group decision.

In this lesson, you are going to learn more about participation skills. These skills will help you become better at taking part in group decisions.

First, read the following play. The play is about the struggle of women to get the right to vote. The struggle began in the 1800s and finally ended in 1920. For each role in the play, a student volunteer reader will be needed.

The Right to Vote

Cast

Narrator	Woman 4	Man 1
Woman 1	Woman 5	Man 2
Woman 2	Woman 6	Man 3
Woman 3	Woman 7	

Scene 1

Narrator: Scene 1 takes place at the 1840 World Anti-Slavery Convention in London, England.

Woman 1 (after the convention): I am shocked! We women came a long way to this convention and had a lot to contribute. And we weren't even allowed to talk at the meeting, much less vote!

Man 1: Well, you women have better things to do than run around attending conventions!

Woman 2: You mean you think that just because we're women, we should be denied a vote? That's crazy! We won't stand for it.

Man 2: Yes, I agree that it is not fair. After all, women are being kept from freedom of speech.

Woman 3: We should do something about this! Let's have a meeting at Seneca Falls to take some action.

Scene 2

Narrator: The Seneca Falls Convention took place in 1848. At this convention, the women attending proposed that there be a new constitutional amendment giving women the right to vote. But the amendment didn't have much of a chance to pass in Congress in 1848.

Woman 2: Well, did you hear that the amendment was defeated in Congress? Maybe we can change some people's minds. We're going to have to gather together people who like our ideas. Let's mobilize some support.

Woman 1: I have an idea. We can mobilize support by talking to labor unions and politicians. We can try to make the women's vote a political issue.

Man 3: We can also get women to sign a petition asking for a new amendment.

Woman 4: All right. Let's organize!

Scene 3

Narrator: Sixty years later, in 1911, women had still not obtained the right to vote. Many women were still fighting for this right. They organized themselves into committees to study the situation and to make a list of recommendations.

Woman 5: Our committee just finished a cost-benefit analysis. We looked at the cost of having a huge parade in Washington for women's rights. We tried to decide whether the benefits of the parade would be worth the cost.

Woman 6: We decided that the parade is a good idea. We'll get a lot of attention from the newspapers. Maybe people will see how much women want the right to vote.

Woman 7: We made a bargain with the state senator. We agreed to help him with his next campaign if he would speak in support of women voting.

Scene 4

Narrator: Finally, in 1918, the House of Representatives voted for a rule. The rule said, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex." The rule was then voted on in the Senate and ratified by the necessary number of states. The rule was now an amendment to the Constitution.

All women together: Yea! It's 1920 and we can finally vote. The next step is a woman President!

A-1 Now look at the following list of participation skills and the definition of each.* Say each one aloud and read the definition of each.

a. Observing: using your senses (sight, hearing, taste, touch, smell) to get information

b. Supporting or not supporting: agreeing or disagreeing with what is being said or done; assisting in carrying out group goals

c. Proposing: thinking of a way to change something and telling someone about your idea

d. Mobilizing: trying to gather help from others in making a change

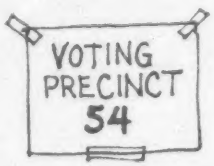
e. Organizing: assigning different tasks to different people in order to get something done

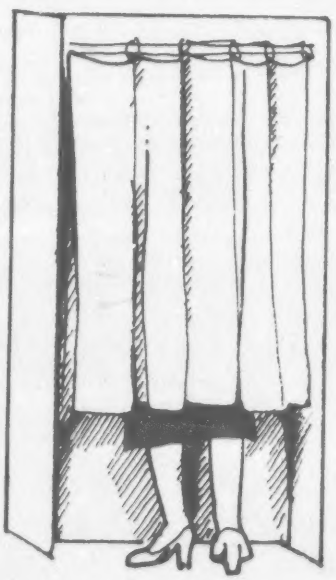
f. Doing a cost-benefit analysis: examining each part of a proposal, and deciding the loss (disadvantage) or gain (advantage) that would occur if it were carried out

g. Bargaining: convincing others to accept all or part of your proposal by being willing to give in on parts of it

h. Rule making: helping to make decisions that the group will follow

i. Voting: choosing the best rule, proposal, or action





A-2 Go back to the play and find at least one example of each of these skills. Give reasons for your answers.

A-3 Are participation skills important in group decision making? Why or why not?

*Adapted from *Social Studies in a New Era: The Elementary School as a Laboratory* by Byron G. Massialas and Joseph B. Hurst. Copyright © 1978 by Longman Inc. Reprinted by permission of Longman Inc., New York.

Activity B: Role-play

In this activity you are going to see what it would be like to use each participation skill. Take turns reading or acting out the following scenes. Then guess which participation skill is being used.

B-1 Scene: a middle school classroom

Clara: From reading the thermometer, I saw that the temperature in here is 90 degrees. Something should be done about this.

B-2 Scene: Jason meets Susan in the hall.

Jason: Hey, Susan, I agree with your idea to have both girls and boys on the basketball team. In fact, I'll help you try to get the old rule changed.

B-3 Scene: A class is discussing where to go on its field trip.

Katrina: I move that we go on a field trip to the beach.

B-4 Scene: Two students are in the hallway.

Hal: Josie, I'm running for student council secretary and I need volunteers to help make signs. You want to help?

B-5 Scene: Sadie is talking with other students who are helping with her campaign for president of the student council.

Sadie: Okay, Jerry, you be the head of the signs committee. Janie, can you be in charge of the budget? And Warren, how about heading up the announcements committee?

B-6 Scene: Joe is explaining to Harry how his class decided on a seating arrangement.

Joe: Mainly, we studied the advantages and disadvantages of each proposal.

B-7 Scene: Santos, the English Club president, is talking to Marie, the editor of the school newspaper.

Santos: Marie, if you will give us a free advertisement in the paper, our club will donate free editing to the paper.

B-8 Scene: Ms. Martin, the physical education teacher, is making an announcement.

Ms. Martin: From now on, all teams are open to both girls and boys.

B-9 Scene: The class is ready to select a class president from a list of six nominees.

Teacher: All those in favor of nominee number 1, raise your hand.

Activity C: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Match each participation skill below with the action that best shows that skill.

a.	proposing	f.	mobilizing
b.	voting	g.	rule making
c.	bargaining	h.	supporting
d.	organizing	i.	observing
e.	doing a cost-benefit analysis		

C-1 Clara noticed that most of her teachers let students choose their own seats.

C-2 Jerry agreed with Clara's opinion that students should be allowed to choose their own seats.

C-3 In a class meeting, Clara moved that students be allowed to choose their own seats.

C-4 Mr. Green divided the group into four committees and assigned to each some responsibilities.

C-5 Clara said to the teacher, "If you let us choose our own seats, I will agree to pick up papers at the end of every class."

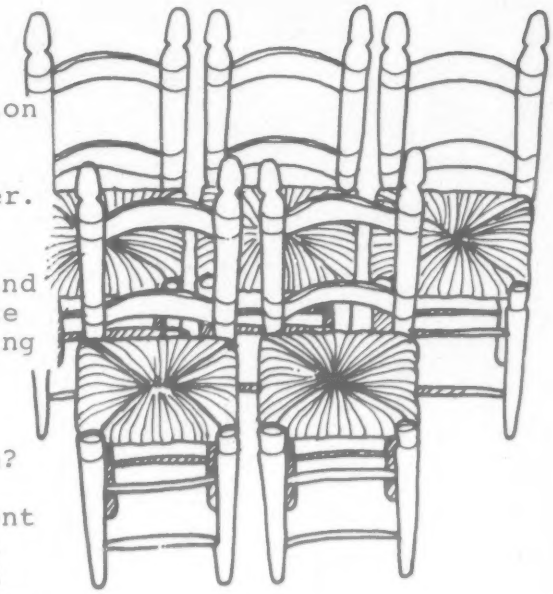
C-6 The teacher said, "There will be no gum chewing in class."

C-7 The class weighed the advantages and disadvantages of the proposal.

Lesson 10: Participating in a Group Decision

Activity A: Observing your school or class

For this activity, work with a partner. In the last lesson, you learned about the skills you need to participate in a group decision. These skills are observing, supporting, proposing, mobilizing, organizing, doing a cost-benefit analysis, bargaining, rule making, and voting. In this lesson, you will put these skills to use.



First, observe the present seating situation in your classroom. To do this, discuss questions A-1 through A-4 with your partner.

A-1 What is the present situation? To find out, look around the room. Are people at tables or in rows, divided according to blacks and whites, or males and females?

A-2 Who made the rules for this situation?

A-3 Are there any problems with the present situation? For example, do you think seating according to gender (male and female) or race (black and white) shows a problem? Is the seating causing too much noise? Does the classroom look sloppy because of the situation?

A-4 Do you think most students are happy or unhappy with the situation? For example, do you think anyone feels isolated (alone)? Do you think the situation is fair?

A-5 Write a clear description of your observation about your classroom seating.

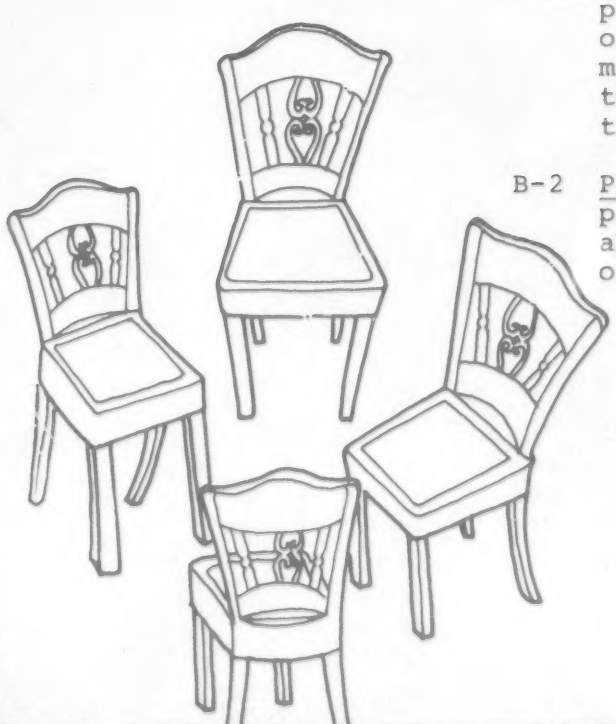
- Tell what you are going to change, and why.
- Make sure your description has a topic sentence and a title.
- Make sure that you and your partner agree on what you write.

Activity B: Supporting, proposing, and mobilizing change

Stay with your partner and form a group with another set of partners. Choose a group leader and a group recorder.

B-1 Gaining support. Read aloud your paragraphs written in A-5. Discuss all of your observations. Make sure each member of the group participates. Try to reach agreement about what the situation is and what the problems are.

B-2 Proposing. Read the following two sample proposals (suggestions for change) about a seating situation. Then decide on your own proposal.



Proposal 1:

We observe that students are separated into male groups and female groups, as well as black groups and white groups. Because we think that students should not be separated into these groups, we propose:

1. That students be seated in a circle instead of in groups
2. That students be allowed to choose their own seats
3. That, if certain students talk too much to their neighbors, the teacher have the right to move them

Proposal 2:

Because of a sloppy-looking classroom and too much talking, we propose:

1. That a cleaning committee be formed
2. That students be allowed to choose their own seats
3. That the chairs be arranged in groups, each group being responsible for making sure its area is kept clean

a. Before you decide on what to propose for your topic, consider the alternatives (the choices you have). Discuss the advantages and disadvantages of each alternative.

b. Decide on a proposal that is agreeable to everyone. It should say what should be done about the present situation, and why. Be specific. Make sure the proposal is well organized and convincing. Have your group recorder write down the proposal.

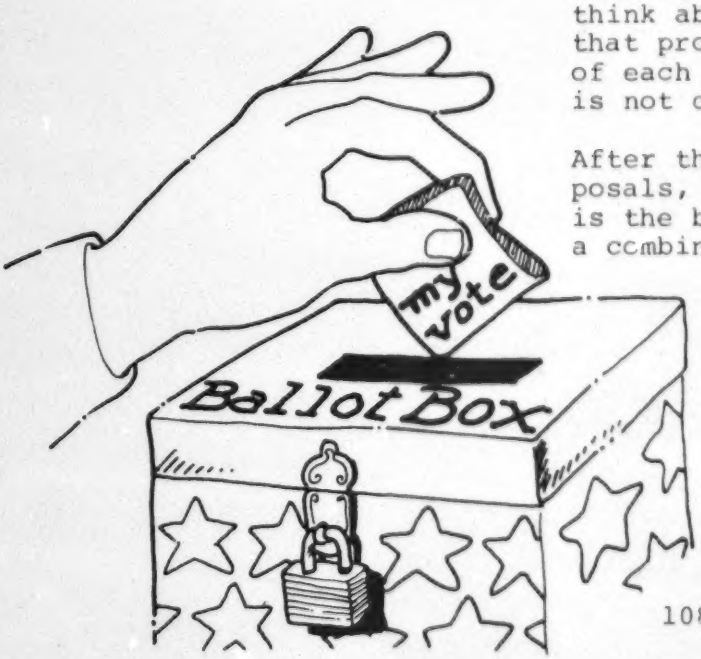
c. Select one person to present the proposal to the class.

B-3 Mobilizing. Have your spokesperson present your proposal to the class to mobilize support. (The spokesperson should try to convince the listeners to agree with the proposal.)

Activity C: Voting and cost-benefit analysis

C-1 Voting. Now your class will need to decide which proposal for change is the best one. As each proposal is presented, think about whether you want to support that proposal. Ask questions at the end of each presentation if any part of it is not clear.

After the class has heard all the proposals, vote for the one that you think is the best. Your class may decide that a combination of two proposals is best.



C-2 Doing a cost-benefit analysis. Now you must decide how you can carry out your proposal.

a. As a class, list possible actions that you can take to make sure your proposal is carried out. For example, whom do you have to influence—the teacher, the principal, other students? And, what are the best actions to take in trying to influence them—petitions, rewards, special information? List all suggested actions on the chalkboard.

b. For each possible action, do a cost-benefit analysis. Ask: What are the advantages (benefits) of this action? What are the disadvantages (costs) of this action?

c. Decide which action you think will work the best.

Activity D: Organizing for change

Note: If your class chooses to take only one action, skip this activity.

D-1 If your class chose more than one action, form a committee for each action. Every student should be on one committee.

D-2 Organize your committee by choosing a committee chairperson and a recorder. Assign tasks to each committee member.

Activity E:
Bargaining, voting, and rule making

E-1 Bargaining. Carry out the class decision. Appoint a committee to bargain with the teacher (or principal or other students). Try to influence these people to accept your proposal. Be prepared to make some trades.

E-2 Voting. When the committees finish bargaining, have them report on any trades or changes that took place. Make sure that the class agrees on these. You may need to have another class vote if your teacher suggests making a lot of changes in your proposal.

E-3 Rule making. Now that you have made a decision, your class has a new rule about seating. Make plans to carry out the new rule.

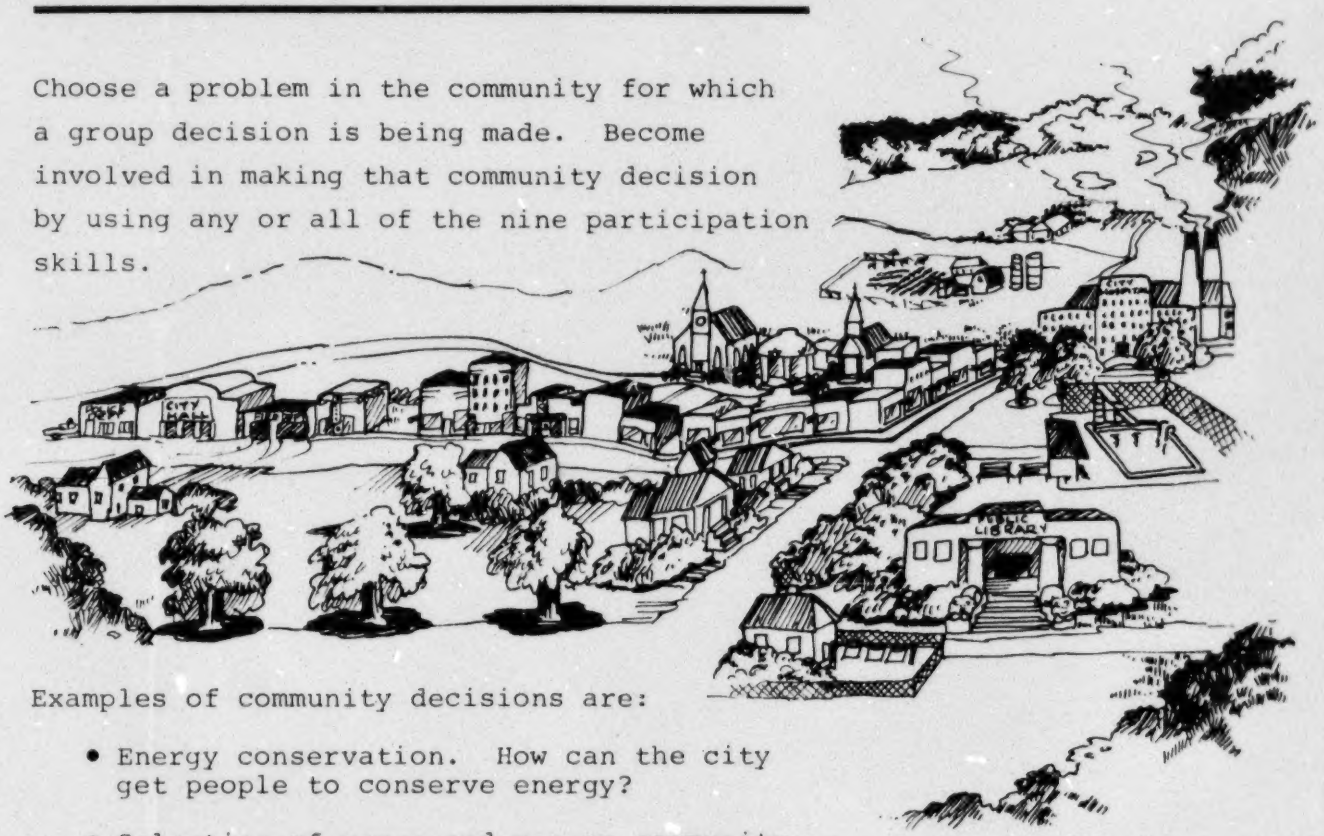
Activity F:
Class wrap-up

F-1 What did you learn today about participating in a group decision?

F-2 Could you participate in a group decision about some other problems? What are some of these problems? How could changes be made?

Activity G:
Thinking about your community

Choose a problem in the community for which a group decision is being made. Become involved in making that community decision by using any or all of the nine participation skills.



Examples of community decisions are:

- Energy conservation. How can the city get people to conserve energy?
- Selection of women and men as community leaders. Are there mostly men or women on the hospital board or school board?
- Bike paths. Should the city build more bike paths?
- Land use. How should the land recently bought by the city be used?
- Parks. Should the city build more parks?
- Elections. What elections are going to be held soon? Who do you think is the best candidate? How can you help him or her get elected?

You can find other examples of community decisions by looking in your local newspaper.

Part IV

Decisions and Your Life

Lesson 11: Making Individual Decisions

Activity A: Decisions about the present

Think of a decision that is important to you. Here are some suggestions:

- how to treat people I don't like
- how to be more honest
- how hard to study
- how to get along better with my family
- whether or not to cheat
- whether or not to drink
- how to spend my free time
- whether or not to fight
- whether or not to get a part-time job after school
- whether or not to participate in a sport
- how to get others to like me better
- how to improve my personal appearance

A-1 Choose one of the decisions above (or another decision) that is important to you and write it down. Make sure that the one you choose is important to you. If you can't think of one, ask your teacher for suggestions.

A-2 Now begin working on your decision. Use the four decision steps as guides. These are the same steps you used in Lesson 5. Make sure your outline looks simiiar to the one below.

Problem:_____

Step 1: Outlining Your Alternatives for Action

Alternative 1: Alternative 2:

Step 2: Thinking about the Consequences of Each Alternative

Alternative 1
Advantage:

Disadvantage:

Alternative 2
Advantage:

Disadvantage:

Step 3: Thinking about the Values in Conflict

Step 4: Decision (Choosing one Alternative)

a. Write down alternatives (possible choices you could make).

b. Think about facts that relate to each alternative. For example, write the consequences (advantages and disadvantages) of each alternative.

As you are doing this step, you may want to go to the library to collect information about your decision. Or you may want to talk with your teacher or with other students in order to collect information.

Make sure to spend at least 30 minutes collecting information. Then outline the consequences—the advantages and disadvantages—of each alternative.

c. Think of how your values relate to each alternative and to the consequences you listed. In other words, are any of your values in conflict? (See the list of values on pages 33-34.)

d. Make your decision. That is, choose the alternative that seems the best after studying the information and values you wrote down.

e. Write when and how you plan to carry out your decision.

A-3 Your teacher will ask for volunteers to present their decision steps to the class.

Activity B:
Carrying out your decision

For your decision in Activity A, keep a log (a record) of (a) when you take steps to carry out your decision and (b) what you do in order to carry it out. Turn in your log at the time stated by your teacher.

Activity C:
Your future

What are some decisions you will be making between now and age ?5? Probably you will be deciding some of the following:

a. whether or when to marry

b. whether or when to have children

c. whether to finish high school

d. whether to get a higher education

e. what career or job to choose

f. what home to buy

g. what car to buy

h. where to live

C-1 Rank-order four of the above decisions that are important to you. To do this, list the decision that seems most important to you. Then list the decision that seems next most important, and so on.

C-2 Your teacher will divide the class into groups according to which decisions you and your classmates listed as most important.

Note: Each person in the group should write the answers to C-3 through C-6, below. Follow the chart on page 55.

C-3 As a group, think of at least three alternatives a person could choose.

C-4 Collect information about each alternative by going to the library and/or talking with others. Think of as many consequences—advantages and disadvantages—as you can and list them.

C-5 Write down all the values that might relate to the decision. Be specific. Ask yourself: If I were making this decision, how would my values affect the alternative I chose? (If you need more help with this question, ask your teacher.)

C-6 As an individual (not as a group), pretend you are making this decision and choose one alternative as the final decision. Tell why you chose it.

Activity D: Class wrap-up

D-1 Find out how girls and boys rank-ordered the decisions in Activity C. Can you see any differences? If so, how can you explain these differences? Might these differences change in the future? Why?

D-2 How important is it for people to have information when they are making decisions? Where can people find information?

Lesson 12: Practicing Group Decisions

Activity A: Using the decision model and participation skills

In this activity, you will be making a group decision. (The teacher either will have the class work as one large group or will divide the class into smaller groups.)

A-1 First, choose a problem in your school, community, or nation. Here are a few examples:

- Should students get to choose their own textbooks?
- Should students be allowed to smoke in school?
- Should my city have more bike paths?
- Should women be drafted?

A-2 Use the steps outlined in the model on page 55 to make a decision about your problem. Each member of the group must fill in the model and hand it in.

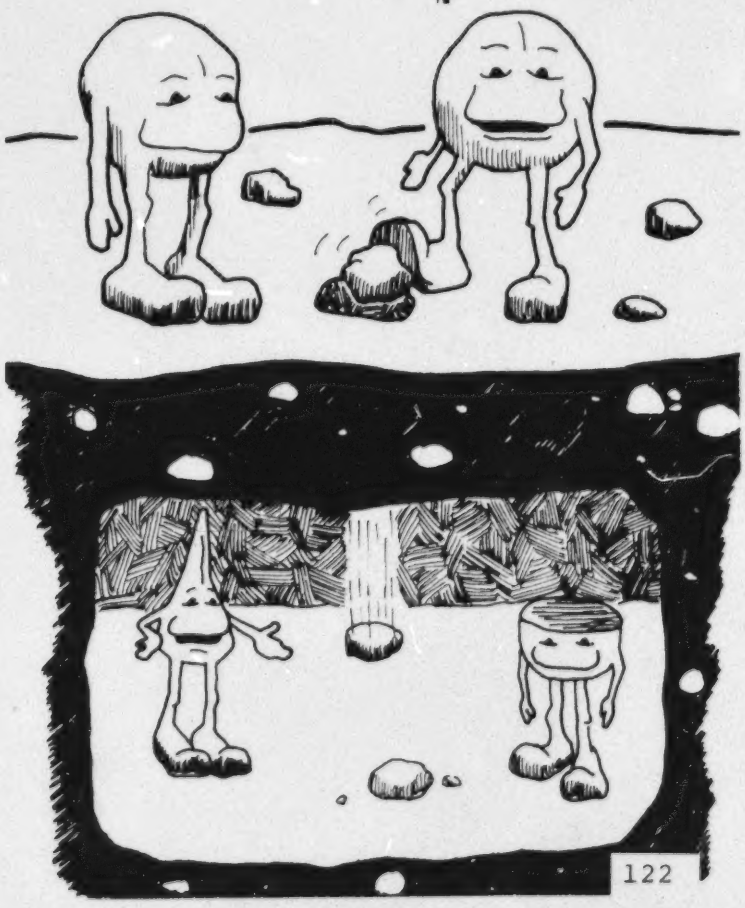
A-3 Make sure that you (as an individual) use at least two participation skills (see the list on page 99) in making the group decision. Write down which two participation skills you used. Explain why you used them.

Activity B:
Equality and equity

Read the following story (either aloud in class or by yourself).

What's Fair?

Far on the other side of the universe is the planet Volos. On this planet live several kinds of creatures: the round heads, the pointed heads, and the flat heads. Most of the creatures are round heads. Many round heads used to think they were better than everyone else. The round heads used to keep the flat heads and pointed heads in a cage deep in the ground. They fed them leftover rocks through a long tunnel. But the flat heads and pointed heads were smart. They figured a way to dig their way out. Once they got out, they challenged the round heads to a very important game called Sherk. Sherk is the game that shows how smart a Volos creature is.



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For three Volos years, the round heads, pointed heads, and flat heads played the game. It took a long time because they were all smart. While they were playing the game, they got to know each other. And guess what? They liked each other! So they quit the game and all shook hands. They declared each other to be the winners.

Now there is only one problem. The flat heads and pointed heads were in the ground so long that they lost time! When they came out, they had no hovels (homes), cones (money), or anything else that was important on Volos.

They demanded many cones to make up for all the time they were in the ground. The round heads said, "Are you kidding? You have freedom to start making cones now—that's what is important!" But the flat heads and pointed heads shook their flat heads and pointed heads, saying, "No—we want 3,000 cones to make up for lost time."

Now, for the sires (lawmakers) of Volos, the decision is: "Should we give cones to make up for the past and help the pointed heads and flat heads catch up with everyone else? Or shall we give equal opportunity, starting now, for everyone to make cones?"

B-1 Read the last paragraph of the story again. Pretend you are sires and must make that decision. Work through the four decision steps, filling in the outline shown on page 55.

B-2 Make sure that you (as an individual) use at least two participation skills (listed on page 99) in making the group decision. Write down which two participation skills you used and explain exactly how you used them.

B-3 Prepare to report your results to the class.

B-4 As a class, discuss what situation on Earth is similar to this one on Volos. In what ways is the situation similar?

Activity C: Class wrap-up

C-1 What did you learn from this unit?

C-2 What steps of decision making do you think are most important?

C-3 How can you use your decision-making skills in your school? Community? Nation? World?